U.S. Department of Education September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal: _____Mrs. Denise Adams Onyia_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name : Toledo Technology Academy_____
(As it should appear in the official records)

School Mailing Address: 3301 Upton Avenue_____
(If address is P.O. Box, also include street address)

Toledo_____ Ohio_____ 43613-5110_____
City   State   Zip Code+4 (9 digits total)

Tel. (419) 479-3161 _____ Fax (419) 479-3192 _____

Website/URL: http:// www.tps.org   E-mail : denise.onyia@tps.org_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____   Date_____
(Principal's Signature)

Name of Superintendent*: _____Dr. Eugene T. W. Sanders_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name_____Toledo Public Schools_____ Tel. (419) 729-8281____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____   Date_____
(Superintendent's Signature)

Name of School Board   Mr. David Welch
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____   Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. The Toledo Technology Academy is a grades 9-12 magnet high school, with a rigorous academic program that is highly integrated with a unique manufacturing engineering technology program.

2. The school never been in school improvement status nor has it ever been identified as "persistently dangerous" within the last two years.

3. The Toledo Technology Academy has foreign language as a part of its core curriculum. Due to the Toledo Technology Academy's intensive technical block, it is provided as part of an extended day program via the district's International Studies Center; or by after-school instruction. All college preparatory students take foreign language to fulfill graduation and/or college entrance requirements.

4. The school has been in existence for five full years; from September, 1997.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _46___ Elementary schools
    _0___ Middle schools
    _7__ Junior high schools
    _8___ High schools
    *_4__ Other (Briefly explain)
    (*_Preschool, Medical College of Ohio, & Alternative Programs_)

    _65___ TOTAL

2. District Per Pupil Expenditure: ___$8726_____ (01-02 School Year)
    10.2% of funding comes from
    the federal government.

    Average State Per Pupil Expenditure: ___$8441_____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [X]   Urban or large central city
    [   ]   Suburban school with characteristics typical of an urban area
    [   ]   Suburban
    [   ]   Small city or town in a rural area
    [   ]   Rural

4. <u>4 years</u> Number of years the principal has been in her/his position at this school.

    _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7			
1					8			
2					9	38	7	45
3					10	29	4	33
4					11	21	5	26
5					12	17	3	20
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					124

6. Racial/ethnic composition of   79   % White   (*'03-'04 school year*)
    the students in the school: 18   % Black or African American
                                         3   % Hispanic or Latino
                                         0   % Asian/Pacific Islander
                                         0   % American Indian/Alaskan Native
                                     100% Total

7. Student turnover, or mobility rate, during the past year: 9.4   % (*'02-'03 school year*)

    (This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)   (*'02-'03 school year*)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	1
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	128
(5)	Subtotal in row (3) divided by total in row (4)	.094
(6)	Amount in row (5) multiplied by 100	9.4%

                                                                 (*'03-'04 school year*)

8. Limited English Proficient students in the school: ___0___ %
                                                  ___0___ Total Number Limited English
    Proficient
    Number of languages represented: ____0____
    Specify languages:

9. Students eligible for free/reduced-priced meals: _40.9%_   (*'03-'04 school year*)

                                            __52__ Total Number Students Who Qualify

    If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ____1____% (*'03-'04 school year*)

                                ____1___Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	__1__Specific Learning Disability (*'03-'04*)
____Hearing Impairment	____Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrator(s)	___1.00___	1 @ 0.5
Classroom teachers	___10.00___	3 @ 0.5 each
Special resource teachers/specialists	_____	_____
Paraprofessionals	_____	_____
Support staff	___1.00____	_____
Total number	__12.00___	2.0 (4 @ 0.5)

12. Average school student-"classroom teacher" ratio: __22:1_____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999*
Daily student attendance	96.0%	96.8%	95.9%	97.2%	N/A*
Daily teacher attendance	99%	99%	97%	99%	94%
Teacher turnover rate	0	18%	0	0	N/A*
Student dropout rate	0	3.4%	0	0	N/A*
Student drop-off rate	45%	60%	70%	80%	N/A*

*(*First Year of Full 4-Year School Operation*)

14.   (**High Schools Only**) Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	___21___
Enrolled in a 4-year college or university	(18) 86 %
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	(1)___4_%
Military service	(2)__10_%
Other (travel, staying home, etc.)	_____%
Unknown	_____%
Total	100 %

PART III - SUMMARY

The Toledo Technology Academy (*TTA*) is centrally located in the city of Toledo, Ohio. Nestled in an historic school landmark structure, this unique, innovative Toledo Public *manufacturing engineering technology* magnet high school enrolls 124 students in grades nine through twelve. Established in 1997, the Toledo Technology Academy's strength of performance rests in five distinct assets: the extraordinary partnership of the school district with over sixty companies from the Toledo area manufacturing community; a rigorous, comprehensive academic and technical curriculum; TTA's intimate size - fostering small class sizes and collaborative hands-on learning opportunities; the highly qualified, committed professional staff; and the school's very involved, supportive parents.

Our school's mission is captured in our school's slogan: *"A different kind of school; a different way to learn"*, and our school motto: *"We will conduct ourselves as if we are in a high tech, corporate business environment."* Comprised of several tiers, our mission reflects the best educational practices and reform initiatives currently showing significant improvement in student performance across the country, such as the *Baldrige in Education initiative (BIE); High Schools That Work (HSTW); Project Lead The Way (PLTW); Tech Prep; and our founding principle of Total Quality Management (TQM)*. The philosophy of Total Quality Management promotes continuous improvement - a process for managing quality in everything. This philosophy mirrors the tenets of *No Child Left Behind* and the State of Ohio's expectations of continuous improvement. It also incorporates all state academic and technical content standards.

We seek to: (1) empower our students with cutting-edge knowledge, rigorous academics, skills and essential core values necessary in the manufacturing engineering technology (MET) field, to meet the challenges of a changing global society; (2) provide a strong foundation for students to pursue lifelong learning and graduate - able to successfully matriculate into the college or university of their choice - and/or to enter and compete in a high tech corporate environment; and (3) develop "can-do" pre-engineering students, through project-based instruction - delivered by experienced instructors and industrial mentors – encouraging maximum student involvement in decision-making, within real-world constraints.

Our student population is drawn from the entire Toledo city and surrounding area and reflects the diversity therein. Our faculty meet weekly to develop cross-curricular, interdisciplinary lesson plans; and employ a variety of instructional strategies to support individualization and differentiation of instruction. Our state proficiency test scores and national technical competition results have documented successful outcomes.

"*TTA*" students have regularly won national competitions, including the National *FIRST* (For Inspiration and Recognition of Science and Technology), *Society of Manufacturing Engineers*, and the *2003 National Skills USA competitions*. The National Skills winners have qualified to compete in the International Skills competition in Finland in 2005.

We are honored that the Toledo Technology Academy's consistency in attaining educational excellence qualifies our school for recognition as a *No Child Left Behind, Blue Ribbon School*.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Clear Assessment Results

The state-mandated proficiency tests in reading (language arts) and mathematics provide a picture of the individual student's academic performance. Because of the demanding nature of the Toledo Technology Academy's curriculum, students need to perform well, especially in the areas of reading and mathematics.

Student achievement in reading has averaged 100% for the past three years. Mathematics achievement has also averaged 100%. These percentages hold true for all students: African-American (Black), economically disadvantaged, Caucasian (White), and Hispanic students. African-American, White, and Hispanic students are the only subgroups currently attending the Toledo Technology Academy.

*****See attached table on pages 19 and 20 for the Toledo Technology Academy**.

PART IV – INDICATORS OF ACADEMIC SUCCESS

2. Assessment Data Use

   The Ohio State Department of Education provides the state proficiency results in an item analysis format that allows teachers to identify specific areas of weakness for individual students. The teachers then offer additional assistance to students so that they may alleviate academic areas of weakness, and maintain the high performance levels expected by the district and the state, as well as the level necessary to be successful in the Toledo Technology Academy program.

   Through the use of a variety of instructional strategies and tools, our faculty works with students to make learning more meaningful and understandable. Whether by employing such techniques as Socratic methodology or inquiry strategies, cross-curricular explorations, hands-on demonstrations, student participation opportunities ("learning by doing"), critical analysis, teaming or cooperative learning, the teachers seek to raise student comprehension and retention through engaging, relevant activities that stimulate and illustrate the concepts to be acquired.

   Specific identification and analysis of the academic content standards, benchmarks, and indicators that must be addressed in each grade level's curriculum allows students to be exposed to the types of information that they are expected to master. By embedding those expectations in the delivery of day-to-day instruction, the instructors provide the students with the best opportunity for student comprehension, retention and success on state proficiency tests or other standardized assessments.

PART IV – INDICATORS OF ACADEMIC SUCCESS

3. Communication of Student Performance

Via mail, the State of Ohio forwards, to all of the districts and communities in the state, an annual school report card. The school assessment data is also posted on the state department of education website. Northwest Ohio's largest newspaper, T*he Toledo Blade*, publishes each school district's report card, along with easy to follow school-by-school, and proficiency test subject-by-subject comparison tables for the public to review.

Though the Toledo Technology Academy's results were not disaggregated from the rest of the district's schools this year, the data is provided on the attached table.

As shown by the table, the Toledo Technology Academy was rated EXCELLENT, in all categories. Excellent is the State of Ohio's highest rating for schools in the state.

Toledo Public Schools also publishes the proficiency results on its website and in its annual report. The annual report is mailed to every school in the school district and is made available to the community upon request. It contains information about every school in the district and includes assessment data and the district's board policies and procedures for ensuring continuous school improvement in all of its schools.

Toledo Technology Academy's students are kept informed by way of their guidance counselor or instructors, while parents are informed by individual conferences with their student. General school data and overall school performance is shared through school-parent organization meetings, newsletters, school newspaper. Parent representatives are included on all district schools' School Improvement Committees, where assessment data is shared and analyzed, and plans are made to make appropriate adjustments to increase positive performance.

PART IV – INDICATORS OF ACADEMIC SUCCESS

4. Sharing Success

The Toledo Technology Academy is actively involved with the local colleges and universities, via articulation agreements, to find networking opportunities and areas of mutual benefit to strengthen our program and provide more seamless pathways for our graduates. We involve the community-at-large by providing regular tours, meetings, and availability for a wide variety of small and large forums upon request. Through the print and visual media, the Toledo Technology Academy seeks to keep the public informed of outstanding student achievement and school successes, open houses and other special events, competitions, or other opportunities to visit the school.

Our district website at www.tps.org, and our individual school's website at www.toledotechnologyacademy.org, is continuously updated with newsworthy or interesting information. The public may acquire information through our pamphlets, newsletters or school newspaper. We encourage interested students and their parents to come to the school and "shadow" our students. This allows them to witness, firsthand, what our academic and technical programs are about, to determine if our school's programs meets their career interests or goals.

At "TTA", we welcome community leaders to visit and partner with our school by way of joint ventures of mutual, educational value. We seek to freely share what has worked for us, and to learn from others how we may continue to improve and benefit from their successes as well.

PART V – CURRICULUM AND INSTRUCTION

1. Core Curriculum

The Toledo Technology Academy has an extended-day schedule that is necessary to provide sufficient time for students to acquire all necessary core academic and technical instruction. Every student is required to take four years of all of the core academic curriculum: four years of English; four years of mathematics; four years of science; and four years of social studies. All core curriculum academic content standards are embedded in the instruction and taught at the appropriate grade levels. Our students are required to meet the graduation requirements of the state for a special purpose, magnet secondary vocational school. As a special purpose school, certain exclusions are permitted because of our school's specialized technical programming. However, students are still provided with instruction in all key academic areas including foreign language, health and physical education. Our students also are provided business/computer technology training. Foreign language has been provided through our district's International Studies Center, housed in our facility, or through extended-day instruction and/or distance learning opportunities. Because of our unique programming and integrative efforts, our academic departments help to reinforce important connections of mathematics, reading, writing, language and science skills, as well as historical perspectives with the technical department – and vice versa- through common planning.

Our technical curriculum is also a four-year, Tech Prep, manufacturing engineering technology program. The students acquire competencies in design, construction, installation and maintenance of manufacturing machine systems through project-based instruction and learning. They learn to solve real-world industrial automation problems through working relationships with their instructors and industrial mentors. We are grateful for the generous support and involvement of the industrial community for their guidance and assistance in preparing our students for real-world applications and knowledge. These technical courses are offered in 2-, 3-, or 4-period blocks. The *Automation* courses teach students how to design and build machine systems that are electronically programmed to perform identified tasks automatically. The *Materials Processing* courses teach how to identify appropriate materials for building machine systems, capable of performing specific functions; blueprint reading, design and CAD drawing of intended system; its actual construction, evaluation of performance, and subsequent third-party (industrial community) evaluation or competition. Automation and Materials Processing curricula form the framework of a four-year, increasingly advanced technical program, with the senior year being the capstone. Seniors plan and execute the development of a complete project, from brainstorming of project parameters to complete construction, third-party evaluation and/or competition. Many projects are actually used by the companies who assist us through financial, support contributions of materials or equipment, mentoring or other assistance. Students function as decision-makers and operate in self-managed work teams, using consensual decision-making for work assignments, timelines, budgets, procurement of materials and equipment, and research. This method of vocational education provides students with "in-school" work experience within real-world constraints, and allows our industrial partnerships to reinforce strong, positive work ethics and employability skills.

PART V – CURRICULUM AND INSTRUCTION

2. Reading/English, Language Arts Curriculum

High expectations at the TTA require students to excel. Student success at the Toledo Technology Academy in reading and English language curriculum is attributable, in large measure, to the standards-based expectations of our staff. More is required in literature, writing, and grammar. In addition, our curriculum emphasizes speech and presentation skills necessary in the business world. Literature, writing and grammar are not separate entities in the curriculum. Every literature assignment provides an opportunity to write, and every writing assignment is a grammar lesson. Writing lessons precede each assignment. Grammar mini-lessons usually follow the assignments and address writing problems observed in the assignment. Reading instruction is embedded in the literature experiences. Activities that introduce vocabulary that may be new to students are part of every assignment. Comprehension is tested by discussion and retelling assignment content.

Novels are read in reading circles. Sometimes the entire class reads the same book. At other times, two or three books are being read simultaneously. Student teams meet to discuss the book and answer questions that stimulate debate. Students share the responsibility of leading the discussions. The teacher moves between the teams to ask and answer questions. In order to insure a positive learning outcome for every student, the assignments are carefully planned to allow participation on multiple levels. Every assignment, every test, and every paper contains questions on factual, interpretive and analytical levels. The ability to write a quality, technical report is imperative in the engineering field. Students begin in their freshman year writing simple technical reports. Each year, they write more complex reports until, in their senior year, they produce engineering reports to accompany their senior projects. In addition, each year a progressively longer and more complicated research paper is done to insure that students understand how to organize research and use both MLA and APA style.

The English and history curricula are intertwined at the Toledo Technology Academy. Literature and writing assignments are coordinated with history and culture to help students make connections between the two. The same careful coordination exists between American history and American literature. Projects and group assignments give students a chance to use information and practice skills in both disciplines.

Finally, TTA students demonstrate speech and presentation skills. They must be able to organize a report and make an oral presentation to a group. TTA students are expected to construct arguments and then defend their positions. They start with group presentation before the class and learn to explain and defend their projects at engineering competitions.

PART V – CURRICULUM AND INSTRUCTION

3. Other Curriculum Area

When the Toledo Technology Academy was opened in 1997, the original mathematics curriculum was based on standards promoted by the National Council of Teachers of Mathematics, and was developed through a grant from the National Science Foundation. It emphasized the application of mathematical principles to real-world situations, rather than the recitation of factual data. The U. S. Department of Education Expert Panel on Mathematics reviewed a total of 61 mathematics programs. Our curriculum is one of five programs that received the highest designation of "exemplary." This recognition was based on ratings in each of four categories: quality, usefulness to others, educational significance, and evidence of effectiveness and success. Today, the curriculum includes these precepts, as well as incorporating Ohio's Academic Content Standards for mathematics.

Each year, the curriculum advances student understanding of mathematics along interwoven strands of algebra and functions, probability and statistics, geometry, trigonometry, and discrete mathematics. These mathematical strands are developed in coherent, focused units that are connected by fundamental ideas such as function, symmetry, curve fitting and data analysis; and by mathematical habits of mind such as visual thinking, recursive thinking, searching for and explaining patterns, making and checking conjectures, reasoning with multiple representations, inventing mathematics, and providing convincing arguments and proofs. Comprehensive, direct assessments, as well as supplementary assessment tasks, support instruction and enable closer monitoring of student progress and successful acquisition of concepts to be learned.

Key features of the curriculum include: teaching algebra and geometry every year along with topics from statistics and discrete mathematics; emphasizing mathematical modeling, including the processes of data collection, representation, interpretation, prediction; and simulation, and teaching students to solve more challenging problems. Students have different learning styles, and thus our teacher has developed different and varied instructional methods to address those needs and accomplish a greater grasp of national, state and local educational benchmarks.

PART V – CURRICULUM AND INSTRUCTION

4. Instructional Methods

Our entire school's focus is to teach students to think critically through inquiry, project-based, hands-on experiences that promote optimal learning opportunities. To that end, instructional practices utilize a wide variety of strategies, such as: Total Quality Management (TQM) techniques; Socratic discussions; teaming; student self-directed, self-actuated investigation experimentation, and exploration; various computer-assisted simulations; and, traditional lecture, teacher-directed, guided learning experiences. Research has clearly shown that human beings learn in varied ways, have multiple intelligences, and that active, "brain-friendly" modes of instruction produce the best results in academic achievement and student success in the classroom. When a student is more actively engaged in his or her own learning, the more successful the student becomes in learning the material and retention of that knowledge. Also, the more interdisciplinary the approach and connected to prior knowledge or real-world experiences, the more relevant and valuable the material becomes to the learner.

Whether in a core academic class or a technical one, students are encouraged to be active participants in the course material being taught. Through flexible classroom modules and laboratory stations, students become physically and intellectually engaged in their work.

Teachers also provide individual assistance to students who may need one-on-one attention through an "Academic Enhancement" period. The faculty come to school an hour early, or remain an hour later once each week, to allow students to come for enrichment or remediation. Each week students who are performing at an unsatisfactory level are required to attend Academic Enhancement; all others may attend at their option at any time.

The Toledo Technology Academy has an extended day schedule: 8:00 a.m. – 3:45 p.m. Though Academic Enhancement is planned for only one hour per week, almost every one of our staff members are here at 7:00 a.m. each day – or may remain until 4:45 p.m. regularly – to allow students to meet with them for assistance! That's commitment! Our students are the beneficiaries of that.

PART V – CURRICULUM AND INSTRUCTION

5. Professional Development

Professional development is a cornerstone of continuous improvement for student achievement and the teaching for academic excellence because it permits our staff to keep abreast of new material, data, instructional techniques and sound educational practice. It also fosters collaboration with other colleagues to learn from novel experiences that the individual instructor may not have had. It is an enrichment experience that reaps its benefits in the quality of the classroom instruction provided to students.

Our teachers meet twice per week in common planning sessions to exchange ideas and to plan for interdisciplinary connections. This regular forum also permits staff to share information from conferences, workshops, seminars, departmental or district-wide meetings, or university or college coursework in which staff are enrolled in for professional upgrading of licenses or certificates and subsequent renewals.

The school, and the school district, encourages faculty members to seek professional development opportunities. The school district provides professional leave days and funding for attendance at conferences, intra- and inter-district professional meetings, released time to collaborate with colleagues in other schools, and take site visits. Through federal and state grants, the school district or the individual school provides for the payment or reimbursement of certain fees and expenses to facilitate involvement in seeking further curriculum and instructional enhancement activities and opportunities. Staff professional development activities are widely varied, and include university or workshop experiences in classroom management and standards-based instruction to better utilize standards as the basis of all lesson planning, curriculum delivery, and student assessment. Other professional development activities have involved university coursework in identifying and using engineering applications in the core academic areas; competency-based technical training in digital electronics, engineering design, CAD and CNC skills, hydraulics, pneumatics, and master CAM; CompTIA A+ and Net+ certification training, and software applications.

Teachers are also involved in curriculum alignment, course of study development, textbook adoption, and other committees throughout the district so that they may share expertise, insight, and training with other members of the educational community.

STATE CRITERION-REFERENCED TEST

Grade___9_____   Test _Ohio Ninth-Grade Reading Proficiency Test_____

Edition/publication year___2003__   Publisher _Ohio Department of Education_____

Number of students in the grade in which the test was administered   ___39____

Number of students who took the test   ___39____

What groups were excluded from testing? Why, and how were they assessed?
_____0_____

_____

Number excluded___0_____   Percent excluded____0____

For the 2002-2003 school year, Ohio required 4th, 6th and 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, reading scores for the ninth-grade proficiency test were reported as proficient or below proficient. The scaled score standards were:

Ninth-Grade Reading		
Category	**Scaled Score**	**2002-2003 State Percentage**
At or above proficient	200 and higher	86.9%
Below proficient	below 200	13.1%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

***See attached table, on pages 19 and 20, for the Toledo Technology Academy and State averages**.

STATE CRITERION-REFERENCED TEST

Grade___9_____   Test _Ohio Ninth-Grade Mathematics Proficiency Test_____

Edition/publication year___2003_____   Publisher _Ohio Department of Education__

Number of students in the grade in which the test was administered   ___**39**____

Number of students who took the test   ___**39**____

What groups were excluded from testing? Why, and how were they assessed?
_____**0**_____

_____

Number excluded___**0**_____   Percent excluded____**0**____

For the 2002-2003 school year, Ohio required 4th, 6th and 9th grade proficiency tests in reading, writing, mathematics, citizenship, and science. These assessments are based on Ohio's academic content standards that delineate what a student should know and be able to do at each grade level. The academic content standards are composed of standards, benchmarks and grade-level indicators.

For the 2002-2003 school year, mathematics scores for the ninth-grade proficiency test were reported as proficient or below proficient. The scaled score standards were:

Ninth-Grade Mathematics		
Category	**Scaled Score**	**2002-2003 State Percentage**
At or above proficient	200 and higher	71.2%
Below proficient	below 200	28.8%

Performance standards were established by the State Board of Education based on recommendations of standard-setting committees (comprised mainly of Ohio teachers at the appropriate grade levels) and reports from the Testing Steering Committee (comprised of school administrators), the Fairness/Sensitivity review panel (comprised of representatives of the diversity in Ohio looking at equity issues), and the Technical Advisory Committee (comprised of national and state testing experts and psychometricians looking at technical issues).

***See attached table, on pages 19 and 20, for the Toledo Technology Academy results and State averages.**

Data Display Table for 2003 Toledo Technology Academy Reading Proficiency Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - June					
SCHOOL SCORES					
% At or Above Basic					
% At or Above Proficient	100%	100%	100%	N/A*	N/A**
% At Advanced					
Number of students tested	39	36	34	N/A*	N/A**
Percent of total students tested	100%	100%	100%	N/A*	N/A**
Number of students excluded	0	0	0	N/A*	N/A**
Percent of students excluded	0%	0%	0%	N/A*	N/A**
SUBGROUP SCORES					
1.__African-American__ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient	100%	100%	100%	N/A*	N/A**
% At Advanced					
Number of students tested					
2.__Hispanic_____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient	100%	100%	100%	N/A*	N/A**
% At Advanced					
Number of students tested					
3__Caucasian_____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient	100%	100%	100%	N/A*	N/A**
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic					
State Mean Score					
% At or Above Proficient	87%	92%	91%	89.1%	88.7%
State Mean Score					
% At Advanced					
State Mean Score					

* First year of full 9-12 student population.
** School had only juniors and seniors during this year. No test given.

Data Display Table for 2003 Toledo Technology Academy Mathematics Proficiency Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month - June					
SCHOOL SCORES					
% At or Above Basic					
% At or Above Proficient	100%	100%	100%	N/A*	N/A**
% At Advanced					
Number of students tested	39	36	34	N/A*	N/A**
Percent of total students tested	100%	100%	100%	N/A*	N/A**
Number of students excluded	0	0	0	N/A*	N/A**
Percent of students excluded	0%	0%	0%	N/A*	N/A**
SUBGROUP SCORES					
1.__African-American____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient	100%	100%	100%	N/A*	N/A**
% At Advanced					
Number of students tested					
2.__Hispanic_____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient	100%	100%	100%	N/A*	N/A**
% At Advanced					
Number of students tested					
3. Caucasian _____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient	100%	100%	100%	N/A*	N/A**
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic					
State Mean Score					
% At or Above Proficient	71%	74%	73%	70.4%	68.8%
State Mean Score					
% At Advanced					
State Mean Score					

* First year of full 9-12 student population.
** School had only juniors and seniors during this year. No test given.